



STATE OF WASHINGTON
WASHINGTON WORKFIRST

- *Office of Financial Management* • *Department of Social and Health Services*
- *Employment Security Department* • *Department of Community, Trade & Economic Development*
- *State Board for Community and Technical Colleges* • *Department of Early Learning*

WorkFirst *Forward*: Maximizing Participation – LPA Quality Review

The **Quality Review** is an opportunity for LPA partners to come together to review the significant changes WorkFirst has gone through over the last year and continue educating staff and partners on the role local communities have in helping families. It is also the time to begin discussing future changes to the program and the impact those changes will have on WorkFirst families and your local partnership.

Quality Reviews need to be completed by January 31, 2007. LPA funding is available upon request to support your review.

Each LPA needs to identify a **Quality Review** coordinator that will handle the planning of your local event and work with Kelly Lindseth to ensure you have the materials and resources necessary. Keep in mind, the **Quality Review** is one of many learning opportunities LPAs will have over the coming months to prepare for the WorkFirst *Forward* changes.

The following is a “framework” for your **Quality Review**. The framework is not meant to limit what is covered during your time together, but to outline three key areas where LPAs can focus on NOW to maximize participation in current services.

The goal of the **Quality Review** is to:

- Increase the number of new applicants getting through the Comprehensive Evaluation quickly and into countable activities
- Maximize participation within our current federally allowable activities (Job Search, Community Jobs and Vocational Education)
- Educate your partnership on what the federal changes mean for WorkFirst

Quality Review Framework:

LPAs should expand the agenda to include other information staff and LPA partner's need.

1. Review your local Comprehensive Evaluation (CE) process.

- Discuss what can be done to improve or tightened your local CE process to improve the timeliness and completion rate
- Identify and implement strategies that will get more parents through the CE process quickly and into countable activities.
- Discuss what efforts can be taken to increase parent engagement and get full-time participation in activities.
- Review partner roles and responsibilities in the CE process, including everyone's role in keeping parents engaged from start to finish.

- Implement strategies to increase the number of parents engaged in countable activities--like Job Search, Community Jobs, and Vocational Education—following the CE

2. Discuss how partners can work together to Maximize Participation.

- Review the criteria for all local programs that meet the federal definition of countable activities, including Job Search, Vocational Education and Community Jobs to be sure the right parents are getting into the right activities.
- Develop a process to review parents in all countable activities to determine whether we are capturing all countable activities that parents are engaged in.
- Discuss ways partners can work together to reduce the time parents spend in a referral status.
- Regularly review parents who are in a “deferred” status to determine whether they are ready to engage in countable activities.
- Discuss whether parents participating in countable activities are ready to increase their hours or add activities to get to full-time participation.

3. Review the WorkFirst Forward: DRA 101 Partnership Overview.

- Learn how new federal TANF changes are impacting WorkFirst.
- Discuss new definitions of countable activities; including core and non-core work activities.
- Share strategies to “stack” activities to maximize participation and increase the number of parents in full-time countable activities.

Quality Review Objectives and Resources:

Comprehensive Evaluation Process Review	Available Resources
<p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Review your local CE process for opportunities to increase efficiency and improve parent completion of the CE • Review scheduling to ensure all services are offered to maximize the parents ability to quickly complete the CE process • Getting more parents to start and complete CE <ul style="list-style-type: none"> ➤ Marketing strategies/materials that can be used to get parent “buy-in” to increase completion of the CE ➤ Clear messaging for case managers to use with parents on “what is in it for them” ➤ Communicating clear expectations to parents required to participate in the CE that failure to complete will lead to sanction and could result in termination from the program • Get more parents into countable activities once they complete the CE <ul style="list-style-type: none"> ➤ DSHS, CTC, ESD, CJ – roles/responsibilities ➤ What is working for the 	<ul style="list-style-type: none"> • WorkFirst Partnership CE Training Curriculum • Engagement Training Curriculum • Technical assistance from program experts • Promising Practices, drawn from LPA partners, the LPA CQI plans and Bob Bowman’s CE Review <p><u>Examples include:</u></p> <ul style="list-style-type: none"> • Same day CE • Scheduling return IRP appointments for a specific date immediately following completion of the college and ES CE elements—rather than scheduling them on the 10th day as a matter of practice • Arranging for DSHS staff to meet with parents who have missed a portion of the CE immediately upon any visit to the CSO for other issues...such as ER, re-issuance of medical coupon, etc.

<ul style="list-style-type: none"> ➤ parent/program? ➤ What is not working for the parent/program? ➤ How can we get more parents through quickly and into countable activities? 	
<p>Maximizing Participation – Sub2 Message</p> <p><u>Objectives:</u> Develop local strategies to increase overall participation for those parents currently on the caseload who are not meeting full-time participation in countable activities.</p> <ul style="list-style-type: none"> • <u>Parents who can work should be connected as quickly as possible to countable work activities.</u> • <u>Parents in a referral status</u> need to be engaged in countable activities as quickly as possible. • <u>Parents participating less than full-time</u> need to be reevaluated to determine whether they are ready to increase their hours of participation in their current activities or whether they need to stack additional activities to get them closer to full-time. • <u>Parents “deferred” from participating in countable activities</u> should be reviewed to determine whether they are ready to engage in countable activities or increase their hours of participation to move closer to full-time participation. 	<p>Available Resources</p> <ul style="list-style-type: none"> • OPADA CE Reports • OPADA Open Component Report • Monthly CAR • Other local partner reports • Technical Assistance provided by your regional DSHS WorkFirst Coordinator
<p>WorkFirst Forward: DRA 101 Partnership Overview</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> • Increase partnership understanding of the federal changes to WorkFirst • Introduce partners and staff to the new definitions of activities • Introduce partners and staff to “core” and “non-core” activities • Introduce the idea of “stacking” activities to reach full-time participation (32-40 hours per week) 	<p>Available Resources</p> <ul style="list-style-type: none"> • Partnership DRA 101 Training PowerPoint presentation (on the WorkFirst website) • DEAP and/or other DRA experts available to provide technical assistance • WorkFirst website

To request specific training materials to support your **Quality Review**, please contact Kelly Lindseth and/or your agency representative.

For funding resources to support your **Quality Review**, please complete an LPA General Funding Request application located on the WorkFirst website at: <http://www.workfirst.wa.gov/local/0405fundopps.html> or contact Kelly Lindseth at: Kelly.Lindseth@ofm.wa.gov or 360-902-0413.